

THE USE OF IDEA-DETAILS TECHNIQUE IN TEACHING PROCEDURE TEXT WRITING

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Abstrak: Tujuan dari penelitian ini adalah untuk menemukan keefektifan teknik Idea-Details dalam pengajaran menulis teks Prosedur untuk siswa kelas tujuh di MTs Negeri 1 Pontianak pada tahun ajaran 2013/2014. Penelitian ini menggunakan Pre Experimental dalam bentuk one group pretest and posttest desain. Penulis menggunakan rancangan acak kelompok dan mengambil kelas VII A untuk menjadi contoh penelitian yang terdiri dari 42 siswa. Data dikumpulkan menggunakan teknik pengukuran dalam bentuk tes menulis. Setelah pretest dan posttest, hasil-hasil siswa dalam menulis teks prosedur dianalisis dengan rumus Effect Size (ES). Penemuan menunjukkan efek size perlakuan adalah 1.17. Ini dikategorikan sebagai efek size yang besar karena $ES > 0.8$. Dengan demikian, dapat disimpulkan bahwa mengajar menulis teks Prosedur dengan menggunakan teknik Idea-Details berhasil secara efektif dalam meningkatkan hasil kemampuan menulis siswa.

Kata Kunci: teknik Idea-Details, teks Prosedur

Abstract: The aim of this research was to find out the effectiveness of Idea-Details technique in teaching Procedure text writing for seventh grade students of MTs Negeri 1 Pontianak in academic Year 2013/2014. This research used Pre Experimental in one group pre-test post-test design. The writer used random cluster sampling to determine the participant of research. A class as part of population was taken randomly, and class VII A was taken as sample of this research which comprising of 42 students. The data was collected by using measurement technique in form of writing test. After pretest, the teacher applied the treatment. Finally, the last step was distributing the posttest. The students' results of pre-test and post-test in writing Procedure text were analyzed by Effect Size (ES) formula. The findings showed the effect size of treatment was 1.17. It was categorized as large ($ES > 0.8$). Thus, teaching Procedure text writing by using Idea-Details technique was large effectively in increasing students' writing achievement.

Key words: Idea-Details technique, Procedure text

Writing is a productive skill. Urquhart and McIver (2005:23) state "Writing is about expressing knowledge and the students have to express their knowledge as thoughtfully and clearly as they can". It indicates writing as a complex process and begins at first grade of junior high school level. At first grade level, the students learn to write some types of text and it is not only consisting of one sentences, but more than one sentences. The students need to produce their idea

and knowledge in written form by concerning the flow of ideas, vocabulary, sentence structure, and mechanic component. They are required to develop their knowledge into a written text and it needs teacher duty to provide a technique in teaching writing activity. Thus, the technique is used to make students understand the learning material.

In school-based curriculum of MTs Negeri 1 Pontianak, the seventh grade students learn how to write Procedure text. Procedure text is a text that shows the instruction of how to do something. This text is written by listing the material and steps. To write this text, the students need to understand the characteristic and understand how to provide the information systematically. Since this is their first experience in writing more than one sentences and link the information each other, they might be found writing skill is difficult to be done. It needs English teacher's role to enable them in writing this text by applying a technique. McKnight (2010:1) states "making the students understand the material is through the use of specific teaching strategies and learning tools that students can be more successful learners". Therefore, a technique which guides the students' mind to write the information systematically is needed to make the students understand the learning material and get success in writing Procedure text.

Furthermore, there is a technique which is appropriate for all kinds of text and guides students in organizing their supporting information. This teaching writing technique is called as Idea-Details technique. It was developed by Peha (2003) in his teaching strategy. Peha (2003:28) states "the best way to add details to your writing are with the Idea-Details technique. Just pick the sentence from your piece that needs more support, write it down on the left side of an Idea-Details chart, and then list the writer's details on the right side. When you finish the chart, put the details back into your piece". In other words, Idea-Details technique is used to organize students' idea and supporting information so their writings are worthy to be read. This technique consists of chart which is divided into "Idea" chart and "Details" chart. The "Idea" left chart refers to the place for students in putting their idea toward the topic given, meanwhile the "Details" chart on the right refers to the place for students in writing their supporting information to the idea. It aims to make students easier in collecting their thought and make their writing neat. By using this technique, the students are expected to be able to provide the steps in sequence.

In Idea-Details technique, the students will organize their idea and details on Idea-Details chart. Peha (2003) explained by using chart, the students get easier in controlling the supporting information that they write. The idea and supporting information are put into the chart. It facilitates students to look back every time toward the idea, so they can provide supporting information that relate with the main idea stated. In other words, it guides students to understand what they write and they can easily organize the idea and supporting information to produce better writing.

However, based on the criteria of Idea-Details technique, the writer decided to do a research about this. This technique was applied for teaching writing Procedure text at seventh grade students. The aim in doing the research was to find out the effectiveness of Idea-Details technique for teaching Procedure text writing.

The findings would show whether the effectiveness of this technique was small, medium, or large. Moreover, Idea-Details technique is expected to give an effect for students' achievement in writing Procedure text.

METHOD

This research was a quantitative research particularly pre experimental which was chosen to conduct the research. Cohen, Lawrence and Morrishon (2005:212) divides three types of pre experimental design, those are One-shot case study, One group Pre-test and Post-test Design, and Static group comparison. The writer used One Group Pre-test and Post-test design in conducting this research. Moreover, Muijs (2004) stated post-test cannot be always sure as the result of treatment without pre-test. It became the writer's assumption to choose this design in order to find out the effectiveness of Idea-Details technique for students' achievement before and after the treatment. Therefore, the one group pre- test and post-test design was formed as follow:

Pre Experimental: O₁ ✕ O₂

Note :

O₁ : Pre test

X : Treatment

O₂ : Post test

In taking the sample of research, the writer used random cluster sampling technique. Random cluster sampling is a sampling technique which takes the selection of clusters that contains individuals who are the object of study randomly. The cluster maybe chosen on a random basis, and individuals within each cluster being sampled as a whole. Since the sample of this research used random cluster technique, a class as the part of population was taken randomly. Finally, the writer took class VII A as sample of research which comprising of 42 students. In addition, to collect the data from the students, the writer distributed pre-test, applied the treatment, and distributed post-test in terms of writing Procedure text test.

At the first meeting, the teacher distributed pre-test. Then, in second meeting, the teacher did the treatment by applying Idea-Details technique to teach Procedure text writing. In the treatment, the teacher explained how to write Procedure text by using this technique. At the end of treatment, the teacher gave a task for students in form of instruction to write a Procedure text about how to operate something which closely related to their social life. In the exercise, the teacher found the students could use write Procedure text properly by using Idea-Details technique. At last, the teacher distributed post-test to know students' achievement after getting treatment. After collecting the result of students' pre-test and post-test, the writer analyzed them by using effect size formula. It was the appropriate formula since the writer needed to find out the Idea-Details technique's

effectiveness in teaching Procedure text writing. Thus, the effect size was formulated as below:

$$d = \frac{\bar{X}_t - \bar{X}_c}{S_{pooled}}$$

Cohen (1992) in Thalheimer and Cook (2003:4)

Note: d : Cohen's d effect size
 \bar{X}_t : Students' mean score in posttest
 \bar{X}_c : Students' mean score on pre test
 S_{pooled} : Standard deviation

After the effect size had been obtaining, the writer categorized the effect size based on Cohen's d criteria in Thalheimer (2002:3). The criteria of effect size were decided as on table 1:

Table 1.
The criteria of Cohen's d effect size

$d \leq 0.20$ Small
0.50 Medium
$d \geq 0.80$ Large

FINDINGS AND DISCUSSION

a. Findings

To obtain the effectiveness degree of treatment, the writer used Effect Size formula in calculating the students' result. The finding of students' effect size as shown below:

$$d = \frac{62.73 - 50.71}{10.26} = 1.17$$

The findings showed the effect size of Idea-Details technique was higher than 0.80. Based on Cohen's d criteria, $1.17 > 0.8$ was categorized as large effect size. Thus, the third alternative hypothesis which stated "the effectiveness of Idea-Details technique in teaching Procedure text writing to seventh grade students of MTs N 1 Pontianak academic year 2013/2014 is large" was accepted.

b. Discussion

After applying Idea-Details technique in teaching learning activity, the students' achievement in post-test was higher than pre-test. It was shown from students result in pre-test and post-test. To know whether there was any change before and after the treatment given, the writer administered pre-test and post-test.

In this research, the writer administered pre-test for the students to know students prior knowledge in writing Procedure text before the treatment. The mean score of pre-test was 50.71. After analyzing students' pre-test, the writer found the students could not organize the supporting information in part "steps" systematically and clearly. They tended to write the last steps as the beginning of steps. As example, the students' pre-test instruction was about how to make a phone call using Hand phone. In the steps, most of them write unclear instruction where "press the calling button" as the first steps or jump into main steps without following steps by steps for example "unlock the key; press a number phone". By considering the pre-test result and students' condition in learning text types at first semester; they could not make the complex Procedure writing since it was new experience for them in writing a text. It became the consideration for the writer to apply Idea-Details technique in simple Procedure text. It aimed to make the students learn how to organize their idea by providing systematic supporting sentences in order to make their writing understandable.

On the next meeting, the teacher gave treatment to students by providing a Procedure text theme about the process to shut down the computer. The teacher began the explanation by showing an example of Procedure text firstly which consisted of goal, material, and steps. At first, the students looked confuse about the teacher explanation because they were taught how to write a text firstly at first grade on first semester, but when the teacher applied Idea-Details technique in writing Procedure text with theme operating laptop in front of them and explained how to work with the chart step by step and carefully, the students started to get involved in teaching learning activity and they looked more enthusiastic. They even participated actively when the teacher asked them to give their idea and more clear information about laptop operation theme. The students could convey their idea with supporting information by using Idea-Details technique. To ensure they understood using Idea-Details technique in writing Procedure text, the writer provided an exercise to write simple Procedure text by using Idea-Details technique. Therefore, they could produce better writing by using Idea-Details technique and their writing were easily to be understood

After conducting the teaching learning process by introducing Procedure text and the using of Idea-Details technique to write that text, the writer administered post-test to know students' achievement. The mean score of post-test was 62.73. It was higher than pre-test. It was not only based on the mean score, the students' individual score also increased from pre-test. It showed there were differences on students' achievement in post-test after having treatment. The students' work looked better in organizing the steps, they could write the steps in sequence so it was easier to be clearly understood than pre-test. In brief, the score showed students' writing performance in post-test was better than pre-test.

Then, the writer analyzed the effectiveness of Idea-Details technique in teaching Procedure text writing by using effect size formula. From the computation, the result of effect size was 1.17. Based on Cohen's criteria in effect size, the effect size is categorized large if $d \geq 0.80$. Since effect size was higher than 0.80 ($1.17 > 0.80$), then the use of Idea-Details technique was categorized as large effective in

teaching Procedure text writing for seventh grade students at MTs Negeri 1 Pontianak academic year 2013/2014.

Figure 1 shows Cohen's large effect size criteria and the effect size from the treatment. Based on Cohen's d criteria, $d \geq 0.80$ categorized as large effect size. The effect size from the application of Idea-Details technique in teaching Procedure text writing was 1.17. It was higher than 0.80.

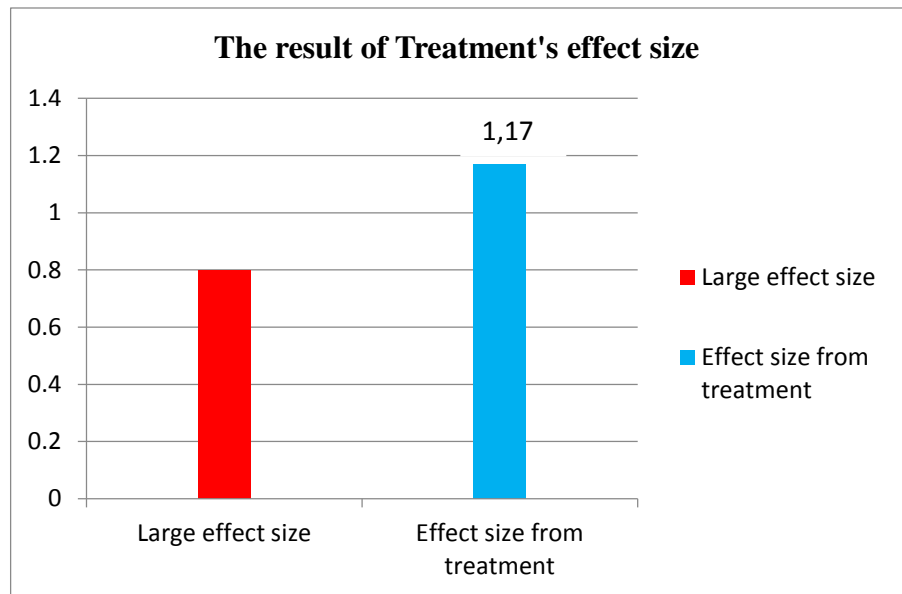


Figure 1. Effect Size from the treatment

Although the effect size of this technique was large, there were some notes from the writer after analyzing students' result in pre-test and post-test. In pre-test, most of the students were weak in using proper action verb, for example "to activate" instead of "activate". They also did not use time signal such as first, second, third, next, then, or finally at the beginning of their sentence. It was because they did not learn about Procedure text yet since they were still on first semester. After having treatment and having explanation what Procedure text was and how to write that, the students could write Procedure text by using Idea-Details technique well. Based on students' score in post test generally, their achievement was better than pre test. In post test, their writing increased clearly in some point.

After the teacher teaching and guiding them to use Idea-Details technique in writing Procedure text, the students could develop the goal with supporting sentences in form the series of instruction that relate to the topic of Procedure text writing. In this case, the teacher analyzed students' work and found out most of the students' work were increased in part "steps" and language features. Increasing in part "steps" meant most of the students could relate the topic how to operate a thing with appropriate steps that explained the idea. Because of the systematic steps that were provided by students, the content of students' work was clearer.

The other factors which made students' writing content coherent was the use of appropriate action verb and the temporal sequence which indicated each steps. The students could use action verb and temporal connectives correctly after used this technique. The students' work was better in post-test than pre-test in the aspect of language features. In pre-test, the students did not use temporal connectives, meanwhile the teacher expected them to know how to use temporal connective in writing Procedure steps. The students' writing came directly to the action verbs as instructions in "step" part without time series. They only used (-) as a sign of each step. After the treatment, the students' work was neater by providing the temporal connective as signs of instruction, so it made the steps were easier to be understood.

However, even though most of the students were good in "steps" aspect, the writer still found some of the students were not able to flow the idea with supporting sentence correctly. The writer found some students misunderstood the instruction, as example the instruction asked them to write Procedure text based on the theme "sending text message", but they wrote "How to make the topic sending text message". It made the material and steps were not coherent with its goal because it was not appropriate with the theme given.

The others students' weak point was in mechanic aspect such spelling, capital letter, and punctuation. The students often ignored the use of punctuation, capital letter and spelling of vocabulary. Some of students misspelled the word. There were also found eleven students who had low score after having treatment in post-test. It was because they were not carefully read the instruction and misunderstood the theme given, so the idea did not match well with material and steps. Many of students who had low score wrote "How to make topic sending text message" as its goal, but the material and steps were about "how to send text message". It caused their works error. However, their score in post-test was better than pre-test.

Although not all of the aspect in writing can be covered by this technique, it can considerably used in teaching. By looking the effect size of the application from this technique, it is appropriately used by the teacher. It will be better if the teacher can apply this technique to teach students how to write a complex type of Procedure text, such as Procedure paragraph or a Procedure which has the explanation by developing "why and how" questions to do this and that. This technique makes the students think easier to make their idea clearer with supporting details information when teacher gave certain topic to them. Therefore, although the contents of students' writing were not as really detail as teacher's expectation, this technique is recommended to be used for teaching writing in classroom activity.

CONCLUSION

By referring to the findings, the writer concluded that Idea-Details technique might be one of recommended technique to be applied in classroom activity. After using Idea-Details technique for writing Procedure text, the students' score increased. It was shown by the result of their post-test especially in steps and language features aspect of Procedure text writing. The students could flow the supporting detail based on the goal of Procedure text stated. The students provided

supporting information clearly and systematically. Moreover, the students could use appropriate action verb and correct time sequence before stating the instruction.

Although the effect size of this technique was large (1.17), not all of the aspects in students' writing increased by using this technique. Students were less attention in mechanic component. The students tended to misspell the words and to misplace the capital letter, such "first, Unlock the phone" rather than "First, unlock the phone". The misused of punctuation was also found to students who write the steps such: "first→ Unlock the phone" instead of "First, unlock the phone"; *How to send text message!* instead *How to send text message*. It made students' writing was error on this aspect of writing.

However, this technique becomes one of variation in teaching learning activity. As the suggestions, the writer suggests the MTs Negeri 1 Pontianak to use Idea-Details technique in teaching Procedure text writing or different kinds of text. It will ease students in organizing their idea and conveying the supporting information. In order to make the students think easier in organizing their idea, the teacher is suggested to use picture as teaching aid in teaching writing types of text. It is to stimulate students' knowledge in providing information toward the topic. The last, the writer also suggests the other researchers who have intention to apply this technique into different form of Procedure text or different kinds of text which is appropriate with its characteristic and school curriculum. Since the writer found the weaknesses in mechanic component from the application of this technique, it is hoped that other researchers can give more attention to teach all aspects of writing by using this technique. Thus, it will create better research findings in the future.

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